

2. Environmental Literacy

Environmental Literacy PURPOSE:

- Research & make connections to current events
- Learn what topics excite and interest you
- Increase our content diversity
- Practice critical thinking skills
- Explore resources available to you
- Practice leadership skills

Environmental Literacy Guidelines

- ▶ **Slide 1: Introduction**
 - includes the article's headline, *active link*, date of publication, your name, and date of presentation.
- ▶ **Slide 2: Rationale**
 - Explains why this topic is important.
- ▶ **Slide 3 & 4: Summaries**
 - Explain the key points in *your own words!*
- ▶ **Slide 5: How this relates to Environmental Science**
- ▶ **Slide 6: Closure/Extension**
 - Invent a question or 'next steps' for research into this topic?

Rubric: Presentations

Grading Rubric: Science Seminar Presentations

	Outstanding	Good	Incomplete
Source	An approved source is used & listed.		An approved source is not used / listed.
Slides	All slides meet all guidelines & the topic relates well to EnviSci*	Most slides meet guidelines; relates to ES.	The connection to Envi Sci is weak and/or slides do not meet guidelines
Comprehension	Student paraphrased and summarized ALL the main points and can answer basic questions.	Student seems to understand what s/he presents; answers <u>most</u> qs.	Student uses words or phrases that s/he clearly did not write; cannot <u>answer</u> qs.
Public speaking	Faces the audience > 90% of the presentation	Faces the audience much of the time	Looks at the screen most or all of the time; not rehearsed

***Bonus:** Student clearly explains how her/his project relates to a recent Environmental Science topic from class.

Rubric: Online discussion (Pd 2)

Grading Rubric: Science Seminar Online Discussion

	Outstanding (5)	Good (3)	Incomplete (1)
Posting link & slides	Posted before or same day of presentation; link is active.	Posted within 1 day of presentation	Not posted within 1 day.
Posting summary	Summary is clear, concise and written in 100% student voice.	Summary is complete & written in 100% student voice.	Summary is not written in student voice; citations of quotes are not used properly.
Responding to questions	Student responded to at >1 comment to his/her seminar.	Responded to at least 1 comment to his/her seminar	Did not respond to comments.
Question frequency	At least one rigorous question asked per cycle	At least one question asked per cycle	Less than one question asked per cycle, or the question was not of a practical nature

Approved Sources

- ▶ **BBC Science & Environment**
 - http://www.bbc.co.uk/news/science_and_environment/
- ▶ **Environmental News Network:**
 - <http://www.enn.com/>
- ▶ **National Geographic: Environment News:**
 - <http://news.nationalgeographic.com/news/environment.html>
- **Emerging Nanotechnologies (Ethics)**
 - <http://www.nanotechproject.org/topics/>